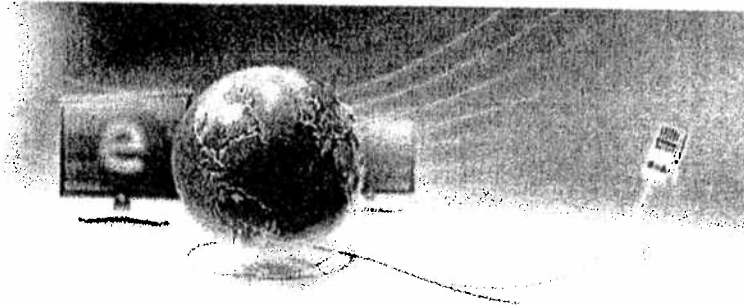




Learning Technology  
Center 1 Central



### Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <i>Who was the Greatest American President Anyway?</i>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<i>St. Mary School - Riverside</i>
District No.	<i>96</i>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <i>Martin Graham - mchugh</i>	* <i>mchughm@stmanyschool.net</i>
* <i>Donna Veverka</i>	* <i>dveverka@stmanyschool.net</i>
*	*
*	*
*	*
School Name	<i>St. Mary School</i>
School Street Address	<i>97 Hennick Rd.</i>
School City, State Zip	<i>Riverside, IL 60546</i>
School Phone Number	<i>708-442-7578</i>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center  
One Central at 2701 W. Washington Blvd., 2<sup>nd</sup> Floor, Bellwood, IL 60104

## **Larry Stilgebauer Award for Exemplary Use of Technology 2010 Project Summary**

**Project Descriptive Title:** Who was the Greatest American President Anyway?: Using Multiple Medias to take a Stand.

**Project Abstract:** Students use a variety of multimedia formats to showcase the major accomplishments, economic initiatives, foreign policy actions, leadership skills, and character of different American Presidents. To convince an audience of the superiority their presidents students create a PowerPoint presentation, and create/ insert a commercial using Photo Booth, iTunes, and iMovie to advertise that president.

**Grade Level:** 8th Grade.

**Subject Areas:** Social Studies and Technology.

**Technology Resources Used:** iMac computers, OSX/version 10.5.4. Software used Microsoft Office 2008/PowerPoint, iTunes, Photo Booth, iMovie. Internet/Safari.  
<http://www.whitehouse.gov/about/presidents/>, and [www.ipl.org/div/potus](http://www.ipl.org/div/potus).

**Other Materials Used:** Project Assignment, Presidential Books, Ken Burns Civil War CD, Abraham Lincoln Museum, St. Mary School Library. Prentice Hall The American Nation Text Book.

**Standards:** IL Learning Standards STATE GOAL 14: Understand political systems, with an emphasis on the United States. D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nationsF. Understand the development of United States political ideas and traditions. 14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. A. Apply the skills of historical analysis and interpretation.16.A.4a Analyze and report historical events to determine cause-and-effect relationships. 16.A.4b Compare competing historical interpretations of an event. B. Understand the development of significant political events. 16.B.2d (US) Identify major political events and leaders within the United States historical eras. 16.B.4 (US) Identify political ideas that have dominated United States historical eras C. Understand the development of economic systems. 16.D.2c (US) Describe the influence of key individuals and groups.

**National Education Technology Standards (NETS)** 1: Creativity and Innovation. 1A, B, C. 2: Communication and Collaboration. 2B. 3: Research and Information Fluency. 3A, B, C. 4: Critical Thinking, Problem Solving, and Decision Making. 4 A, B, C. 5: Digital Citizenship. 5 A, B, C, D. 6: Technology Operations and Concepts. 6 B, D.

**Process:** The American Presidential Presentation began with students receiving their presidents, and researching the major accomplishments, economic policies, foreign policies, character, and leadership of their presidents. The students then moved into story boarding the raw facts into a workable guide to their project. In the Technology Center the students researched using Safari.

The Technology Coordinator guided the students through the different technologies, creating an image folder relating to their president, elections, and general Americana. *PowerPoint* was reviewed. The storyboards and image folders were used to create the *PowerPoint* Projects that made up the first half of the project. The students explored *Photo Booth*, their next endeavor was to write scripts to be performed and recorded using *Photo Booth*. *I Movie* was taught and the use of *I Tunes* discussed. The *Photo Booth* recording was moved to *I Movie* combining opening titles, effects, music, and still pictures. The movie was compressed and turned into a *QuickTime* commercial. The *QuickTime* movies were inserted into the final page of the *PowerPoint* project. The *PowerPoint* presentations were shared with the class and burned on a DVD for later use.

**Integration:** This innovative project integrates many important skills for the lifelong learner. A student must be able to use digital storytelling to accomplish the same ends in different ways. Students use both print and online sources to build a base knowledge and comprehension. Then software that lends itself to presenting written information is used. The *PowerPoint* is one way student can prove their points with words and images. This however is only one way that people can learn and present. From that point student needed to analyze their information to synthesis a final product that achieves the same end, but with different appeal. This different method requires the use of different software. The 1 minute commercial using *Photo Booth*, *I-Movie*, and *I-Tunes* requires students to evaluate the importance of information to create a shorter message, and consider the effectiveness of their technological choices. What choices will lead to the best commercial? This includes not only what is said, but what music is in the background, what images help my case, or what title will most effectively communicate with an audience. This level of metacognition is at the heart of effective use of all technology. The final product blends different technologies, and therefore builds important skills for communicating any information with technology effectively and seamlessly in any digital environment.

**Reflection:** This project was particularly effective with students because it could yield multiple possible excellent projects that looked completely different. Students were engaged by the competitive prompt to prove that their president was the best. Even students in different classes with the same president could focus on completely different points and still be right. This incorporated important Social Studies skills and content, but the real goal was to use technology to present that information in an understandable and convincing way. Students felt a real sense of ownership because they made all the choices. In the beginning the information needed could fill several libraries, but by the end students needed to make decisions to cut it down to a 10 page *PowerPoint*, and then down further into a “45 second spot”! The software new to them like *Photo Booth*, and *I Movie* increased their excitement by making them the stars of their own creation. They were present in their work not only by the decisions they made, but also by literally being present in the commercial. They wrote, directed, stared and produced in their own project. Hopefully these students will be able to keep that important sense of presence in all their academic and technological endeavors.